# Uganda DHS EdData Survey

## Preliminary Report

**Uganda Bureau of Statistics**

**DHS EdData**
**ORC Macro**

# Uganda
# DHS EdData Survey
# 2001

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**Uganda Bureau of Statistics**
**Entebbe, Uganda**

**ORC Macro**
**Calverton, Maryland, USA**

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This report summarises the education data from the 2001 Uganda DHS EdData Survey (UDES) and the 2000-2001 Uganda Demographic and Health Survey (UDHS), both of which were carried out by the Uganda Bureau of Statistics (UBOS), with technical assistance provided by ORC Macro. The 2001 UDES was carried out by the UBOS with the assistance of the Uganda Ministry of Education and Sports (MoES). Funding for the 2001 UDES was provided by the United States Agency for International Development (USAID)/Uganda through the USAID DHS EdData Activity. Funding for the overall DHS EdData Activity, including the development of the model survey instruments, was provided by USAID's Global Bureau Center for Human Capacity Development. Financial assistance for the 2000-2001 UDHS was provided by USAID/Uganda, with additional support from UNICEF/Uganda, UNFPA/Uganda, and the British Department of International Development (DfID)/Uganda.

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Additional information about the 2001 UDES, the DHS EdData Activity, the 2000-2001 UDHS, or the MEASURE *DHS*+ program may be obtained by writing to: DHS EdData or MEASURE *DHS*+, ORC Macro, 11785 Beltsville Drive, Suite 300, Calverton, MD 20705 (Telephone: 301-572-0200; Fax: 301-572-0983; E-mail: reports@macroint.com; Internet: http://www.dhseddata.com or http://www.measuredhs.com).

# CONTENTS

# TABLES

Page

# FIGURES

Page

# I. INTRODUCTION

The 2001 Uganda DHS EdData Survey (UDES) was carried out by the Uganda Bureau of Statistics (UBOS) from 10 April to 22 July 2001, with the assistance of the Ministry of Education and Sports (MoES). ORC Macro provided technical assistance and funding was provided by the United States Agency for International Development (USAID)/Uganda through the USAID DHS EdData Activity. Funding for the overall DHS EdData Activity, including the development of the core survey instruments, was provided by USAID's Global Bureau Center for Human Capacity Development.

DHS EdData is designed to provide timely education data in support of policy and program planning. The DHS EdData Activity is closely affiliated with the Demographic and Health Surveys (DHS) program, with many education surveys being statistically linked to DHS surveys. In Uganda, the UDES was linked to the 2000-2001 Uganda DHS (UDHS).

This report provides preliminary data from both the UDHS and UDES.[1] Two separate final reports providing comprehensive analysis of the UDHS (conducted under the MEASURE *DHS+* program) and the UDES (conducted under the DHS EdData Activity) will be published later this year. While considered provisional, the survey results presented here are not expected to differ significantly from those presented in the final reports.

The 2001 UDES provides information about schooling and the decisions households make about how much of what kind of education to invest in for household members. DHS EdData investigates this decision-making process, focusing on major factors that influence the household demand for schooling: the costs of schooling (monetary and non-monetary), and the perceived benefits of schooling. The UDHS provides information about adult educational attainment, school participation among youth age 4-24, and literacy among men age 15-59 and women age 15-49.

A scientifically-selected set of households was included in the 2001 UDES, and within those households, parent/guardians were interviewed about the education of their school-age children.[2] These parent/guardian respondents answered questions about their own background, the reasons for their school-age children never having attended school or having dropped out of school, household expenditures on schooling and other contributions to schooling, parents'/guardians' perceptions of the benefits of schooling and of school quality, distances and travel times to schools, the frequency of and reasons for student absenteeism, and other information that will be helpful to education policymakers and administrators.

[1] This document includes results from both the UDHS and UDES, but because its primary focus is on the UDES, discussion of sampling and survey implementation, etc., concentrates on the UDES. Preliminary results from the UDHS can be found in the Uganda Demographic and Health Survey Preliminary Report, published in May 2001 by the UBOS and ORC Macro.

[2] The UDES included in its sample children who were age 5-18 at the time of the UDHS in order to capture data on children who were of school age (6-18) at the time of the UDES, which followed the UDHS in the field. Data from the UDES are analyzed and presented only for children age 6-18. The UDHS data on schooling are presented for the entire age range covered by the survey, which is age 4-24.

# II. SURVEY IMPLEMENTATION

## A. Questionnaires

Three questionnaires were used for the 2001 UDES: the Household Questionnaire, the Parent/Guardian Questionnaire, and the Eligible Child Questionnaire.

Model survey instruments were modified by the UBOS in consultation with technical institutions and local organizations so as to reflect relevant issues in education in Uganda. A series of questionnaire design meetings was organized. The UBOS, the Ministry of Education and Sports (MoES), the Forum for African Women Educationists (FAWE), the Aga Khan Education Service, the Royal Netherlands Embassy, the Department for International Development (DFID), USAID, and ORC Macro were represented in these meetings. The questionnaires were translated from English into the six major language groups, namely Ateso-Karamojong, Luganda, Lugbara, Luo, Runyankole-Rikiga, and Runyoro-Rutoro.

The household questionnaire listed all of the people who were either members of the household or visitors at the time the household was surveyed for the UDHS. The three purposes of the UDES Household Questionnaire were to: 1) confirm that the household was the same household surveyed by the UDHS; 2) identify which children were eligible (qualified) to be covered by the Eligible Child Questionnaire; and 3) identify a parent or guardian as the respondent for each eligible child. The UDES household questionnaire determined whether each potentially eligible child (children age 5-18 at the time of the UDHS) was still a household member, and if not, collected information about whether the child had left the household in order to attend school elsewhere.

The Parent/Guardian Questionnaire collected background information on each parent/guardian respondent and on general education issues. Information was collected on the parent/guardian's age, education, literacy, and religion. Questions were also asked about the walking time and distance to the nearest primary and secondary schools, knowledge of Universal Primary Education (UPE) and other government policies, and household participation in school activities. Information was also collected on each primary and secondary school attended by the children for whom the parent/guardian responded, including the school level, type, and location, the reason for selection of that school, and school quality.

The Eligible Child Questionnaire collected different kinds of information about each eligible child, depending on the child's schooling status. While the subject of the Eligible Child Questionnaire was the eligible child and his/her schooling, the respondent for the questionnaire was the child's parent/guardian, as the purpose of the questionnaire was to collect information on issues from the parent/guardian's perspective. Data were collected on the following topics, according to a child's schooling status:

- Schooling background and current school participation (currently attending school, dropped out of school, or never attended school)
- Frequency of and reasons for pupil absenteeism, household expenditures on schooling, other costs of schooling (for children who currently attend school)
- Reasons for having dropped out of school (for children who have dropped out of school)
- Reasons for not attending school now (for children who have never attended school)
- Children's nutrition
- Children's informal training and apprenticeships (for children age 13-18).

## B. Pretest

Pretest training and fieldwork took place from 22 November through 7 December 2000. For this exercise, twelve interviewers were trained, forming 6 teams. Each team was assigned to test the questionnaires in one of the six language groups into which the questionnaires had been translated. The pretest fieldwork was conducted over several days (4-7 December). Each team conducted about 18 interviews, for a total of 110 household interviews.

Based on the results of the pretest, the survey questionnaires were revised. The main problem encountered in the pretest fieldwork was the cumulative length of the survey in households with many eligible children. The Eligible Child Questionnaire took far longer to complete than had been anticipated. For a child currently attending school, the Eligible Child Questionnaire took as long as 40 minutes to complete; for children not currently attending school the time was significantly shorter. In some households, with a single parent/guardian respondent answering questions about up to 9 children, the length of the questionnaire was prohibitive. A number of changes were made in the Eligible Child Questionnaire in order to reduce the time required for its completion. The other questionnaires (Household and Parent/Guardian) required far fewer revisions than did the Eligible Child Questionnaire.

## C. Training

A total of 50 persons participated in the main survey training for interviewers. Training lasted for 12 days (running from 19-24 March and 30 March-5 April). The training was conducted using the DHS EdData Survey training procedures, including class presentations, mock interviews, and tests. The training included practice interviews using the questionnaire in English and the 6 local languages into which the questionnaires had been translated.

Supervisors were trained during a one-day session. Nine of the ten supervisors had been supervisors for the UDHS, which allowed for a briefer and more in-depth training of supervisors than otherwise would have been possible because supervisors were already familiar with survey field procedures.

## D. Fieldwork

Ten interviewing teams carried out data collection for the 2001 UDES. Each team was composed of one supervisor, three to four interviewers, and one driver. Staff from UBOS coordinated and supervised fieldwork activities, with the assistance of a Ministry of Education and Sports (MoES) official. ORC Macro also participated in field supervision. In the field, local guides assisted interviewing teams in locating selected households for interviews. Data were collected over a 3 month period, from 10 April to 22 July 2001.

## E. Data Processing

All questionnaires for the UDES were returned to the UBOS office in Entebbe for data processing. Data processing consisted of office editing, the coding of open-ended questions, data entry, verification, and editing of the computer-identified errors. A team of seven data entry clerks, data editors, and a data entry supervisor processed the data. Data entry and editing started on 1 May, using the computer package ISSA (Integrated System for Survey Analysis), which was specifically designed to process DHS-type survey data.

## F. Sample Design and Implementation

The sampling frame for this survey is the list of enumeration areas (EAs) developed for the 1991 Population Census. In the census frame, the EAs are grouped by parish within a sub-county, by sub-county within a county, and by county within a district. A total of 283 EAs, 98 in urban areas and 185 in rural areas, were selected from the 298 EAs in the UDHS sample.[3] In the UDHS sampling frame and in the UDES sample, the number of EAs selected in each district was not proportional to total population; rather, urban areas were over-sampled in order to generate unbiased urban estimates. Under the UDHS, within each EA, a complete household listing and mapping exercise was undertaken from June through September 2000 to provide a basis for second-stage sampling. For the listing exercise, 28 UBOS field staff were trained in listing and cartographic methods. Because of security problems in selected areas, the survey was limited to 41 of the 45 districts in the country.[4] Kasese, Bundibugyo, Gulu and Kitgum were excluded. These 4 excluded districts comprise approximately 5 percent of the total population of Uganda.

The 2000-2001 UDHS sample was designed to provide reliable estimates of important household and individual characteristics for Uganda as a whole (excluding the 4 districts listed above), urban and rural areas, and each of the four regions in Uganda defined as:

| | |
|---|---|
| Central: | Kalangala, Kampala, Kiboga, Luwero, Masaka, Mpigi, Mubende, Mukono, Ssembabule, Nakasongola, and Rakai; |
| Eastern: | Bugiri, Busia, Iganga, Jinja, Kamuli, Kapchorwa, Katakwi, Kumi, Mbale, Pallisa, Soroti, and Tororo; |
| Northern: | Adjumani, Apac, Arua, Kotido, Lira, Moroto, Moyo, and Nebbi; |
| Western: | Bushenyi, Hoima, Kabale, Kabarole, Kibaale, Kisoro, Masindi, Mbarara, Ntungamo, and Rukungiri. |

[3] The UDHS was designed to produce district-level estimates in selected parts of the country. The UDES, by contrast, was not intended to provide district-level estimates. Three of the districts over-sampled by the UDHS—Kabale, Kisoro, and Rukungiri—were not oversampled for the UDES, and a total of 15 UDHS EAs (five in each district) were excluded from the UDES sample.

[4] The sampling frame was constructed prior to the 2001 creation of new districts; there are now 56 districts in Uganda.

# III. RESULTS

## A. Response Rates

Table 1 shows response rates for the 2001 UDES. A total of 4,835 households were selected, of which 4,392 were occupied. Of the 4,392 existing households, 4,217 were interviewed successfully, yielding a household response rate of 96 percent.[5]

In the interviewed households, 4,246 parents/guardians were identified to be interviewed and completed interviews were conducted with all of these parents/guardians, yielding a response rate of 100 percent.

Table 1 Results of the Uganda DES 2001 household and individual interviews

Number of households, number of interviews and response rates, according to residence, Uganda DES 2001

| Result | Urban | Rural | Total |
|---|---|---|---|
| **Household Interviews** | | | |
| Households sampled | 1409 | 3426 | 4835 |
| Household occupied | 1195 | 3197 | 4392 |
| Completed | 1106 | 3111 | 4217 |
| No household member at home | 45 | 51 | 96 |
| Entire household absent | 81 | 134 | 215 |
| Refused | 36 | 34 | 70 |
| Dwelling vacant | 2 | 4 | 6 |
| Dwelling destroyed | 1 | 2 | 3 |
| Dwelling not found | 8 | 1 | 9 |
| Household moved | 130 | 89 | 219 |
| Household response rate | 92.6 | 97.3 | 96.0 |
| **Parent/Guardian Interviews** | | | |
| Eligible parents/guardians | 1109 | 3137 | 4246 |
| Completed | 1109 | 3137 | 4246 |
| Parent/guardian response rate | 100.0 | 100.0 | 100.0 |
| **Children's Questionnaires** | | | |
| Eligible children found | 3008 | 8606 | 11614 |
| Children's questionnaires completed | 3006 | 8604 | 11610 |
| Children response rate | 99.9 | 100.0 | 100.0 |
| Overall children response rate | 92.5 | 97.3 | 96.0 |

Since the parents/guardians responded to the questions for their children and the children for whom they are responsible, the eligible child questionnaire response rate reflects the percentage of eligible children for whom data were collected. A total of 11,614 eligible children were identified and data were collected on 11,610 of these children, yielding a response rate of nearly 100 percent. The overall children response rate, which is 96 percent, is the product of the household response rate, the parent/guardian response rate, and the eligible child response rate.

[5] Occupied households exclude the following categories: entire household absent, dwelling vacant, dwelling destroyed, and household moved. The household response rate is calculated from among those households expected to have been interviewed. The categories constituting 'occupied' and hence the denominator for the calculation of the response rate include: completed, no household member at home, refused, and dwelling not found. The numerator for the calculation of the household response rate is 'completed.'

## B. School Attendance Rates

The 2000-2001 UDHS, which was conducted from 28 September 2000 through 3 March 2001, collected information about school attendance in the 1999 and 2000 school years among youth age 4-24. This information is used below to calculate the net and gross attendance ratios (NAR and GAR), and the dropout and repetition rates (which are addressed in section C of this chapter).

Tables 2.1 and 2.2 present primary school and secondary school net and gross attendance ratios and the gender parity index by the household asset index, residence, and region.[6] The net attendance ratio (NAR) indicates participation in schooling among those of official school age, which is age 6-12 for primary and 13-18 for secondary. The gross attendance ratio (GAR) indicates school attendance among youth of any age, from age 4-24, and is expressed as a percentage of the school-age population for that level of schooling. The GAR is nearly always higher than the NAR for the same level, because the GAR includes participation by youth who may be older, or younger, than the official age range for that level. A NAR of 100 percent would indicate that all of the children in the official age range for the level are attending that level. The GAR can exceed 100 percent, if there is significant overage or underage participation at that level of schooling.

The gender parity index (GPI) measures sex-related differences in school attendance ratios: It is calculated by dividing the gross attendance ratio for females by the gross attendance ratio for males. If the primary school GAR for females and males were the same, say 80, then the GPI would be 80/80, or 1, showing parity or equality between the rates of participation among female and male children. However, if males participate at a higher rate than do females, the GPI would be below 1. The closer the GPI is to 0, the greater is the gender disparity in favor of males. A GPI greater than 1 indicates a gender disparity in favor of females, meaning that a higher proportion of females than males attends that level of schooling.

*Primary school attendance rates*

As illustrated in Table 2.1, most primary-school-age children (79 percent of children age 6-12) attend primary school. There is virtually no difference in the net attendance ratio (NAR) by sex, but urban-rural and regional differences remain.

In the Northern region, 70 percent of children age 6-12 attend primary school, compared with 87 percent in the Eastern region. Within regions, the differences in school attendance rates by sex are minimal.

The most striking differences in NAR at the primary level are by wealth: Among children age 6-12 in the wealthiest quintile, 86 percent attend primary school, compared with only 71 percent in the poorest quintile (see Figure 1).

In Uganda, a sizeable proportion of primary school pupils are outside the official age range for primary schooling: whereas the primary school NAR is 79, the GAR at that level is 119, indicating that for every 79 pupils age 6-12, there are 40 pupils who are either younger than age 6 or older than age 12. The gender parity index at the primary level is .9, which indicates that there is not a large gender gap in primary school attendance among male and female youth.

[6] The asset index measures socioeconomic status in terms of assets or wealth, rather than in terms of income or consumption. The assets used to form this index include: ownership of radio, television, refrigerator, telephone, bicycle, motorcycle/scooter, car/truck, boat/canoe, donkey, or land; lighting, water and fuel sources; sanitation facilities; and floor, wall and roofing material. Each household asset used for the index was assigned a weight generated through principal components analysis, which calculated the importance of each element of the index. These asset scores were standardized in relation to a standard normal distribution and then used to create the break points that define the wealth quintiles.

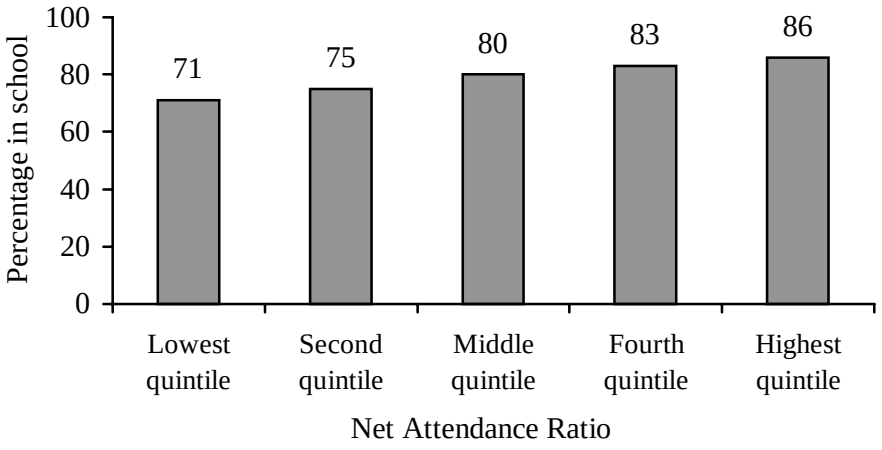
Table 2.1 Primary school attendance ratios

Primary net attendance ratios (NAR), gross attendance ratios (GAR), and the gender parity index (GPI) for the de jure household population age 4-24, by sex, according to background characteristics, Uganda DHS 2000

| Background characteristic | Net attendance ratio (NAR)[1] | | | Gross attendance ratio (GAR)[2] | | | Gender parity index[3] |
|---|---|---|---|---|---|---|---|
| | Male | Female | Total | Male | Female | Total | |
| **Residence** | | | | | | | |
| Urban | 83.1 | 81.9 | 82.5 | 115.6 | 116.6 | 116.1 | 1.0 |
| Rural | 77.9 | 79.1 | 78.5 | 124.2 | 114.5 | 119.3 | 0.9 |
| **Region** | | | | | | | |
| Central | 76.9 | 78.0 | 77.4 | 115.6 | 111.4 | 113.5 | 1.0 |
| Eastern | 87.9 | 86.4 | 87.1 | 132.9 | 122.5 | 127.6 | 0.9 |
| Northern | 68.9 | 70.3 | 69.6 | 122.3 | 102.2 | 112.1 | 0.8 |
| Western | 76.2 | 79.0 | 77.6 | 122.6 | 117.7 | 120.2 | 1.0 |
| **Asset Index** | | | | | | | |
| Lowest quintile | 72.9 | 69.7 | 71.3 | 113.4 | 99.9 | 106.7 | 0.9 |
| Second quintile | 74.7 | 74.9 | 74.8 | 120.1 | 106.7 | 113.5 | 0.9 |
| Middle quintile | 77.8 | 81.1 | 79.5 | 125.5 | 119.2 | 122.4 | 1.0 |
| Fourth quintile | 81.6 | 84.8 | 83.3 | 132.1 | 124.8 | 128.3 | 0.9 |
| Highest quintile | 85.9 | 85.4 | 85.6 | 125.1 | 120.9 | 122.9 | 1.0 |
| **Total** | 78.5 | 79.4 | 79.0 | 123.3 | 114.7 | 119.0 | 0.9 |

[1]Percentage of the primary-school age (6-12 years) population that is attending primary school. By definition the NAR cannot exceed 100%.
[2]Total number of primary school students, expressed as a percentage of the official primary-school-age population. If there are significant numbers of over-age and under-age students at a given level of schooling, the GAR can exceed 100%.
[3]Ratio of the primary school GAR for females to the GAR for males.

**Figure 1**
**Primary Net Attendance Ratio by Wealth**



*Secondary school attendance rates*

At the secondary level, a far lower proportion of school-age children attends school than is the case at the primary level: Only 14 percent of youth age 13-18 attend secondary school (see Table 2.2). Urban youth age 13-18 are over three times as likely to attend secondary school than their peers in rural areas (36 versus 11 percent). It should be noted, however, that these differences in rates of participation partly reflect the supply of secondary schooling: The majority of secondary schools are located in urban rather than rural areas and so youth in rural areas may move to live with relatives or non-relatives in urban areas so that they can attend secondary school. Youth living in households in urban areas, in the UDHS and UDES surveys, are then considered to be residents in urban areas. However, if secondary school students from rural areas live in boarding schools in urban areas, in the surveys they are counted as residents of rural areas because they are members of rural households. In summary, the overall effect of secondary student migration from rural to urban areas is likely to add to the urban-rural disparity in attendance ratios.

Table 2.2 Secondary school attendance ratios

Secondary school net attendance ratios (NAR), gross attendance ratios (GAR), and the gender parity index (GPI) for the de jure household population age 4-24, by sex, according to background characteristics, Uganda DHS 2000

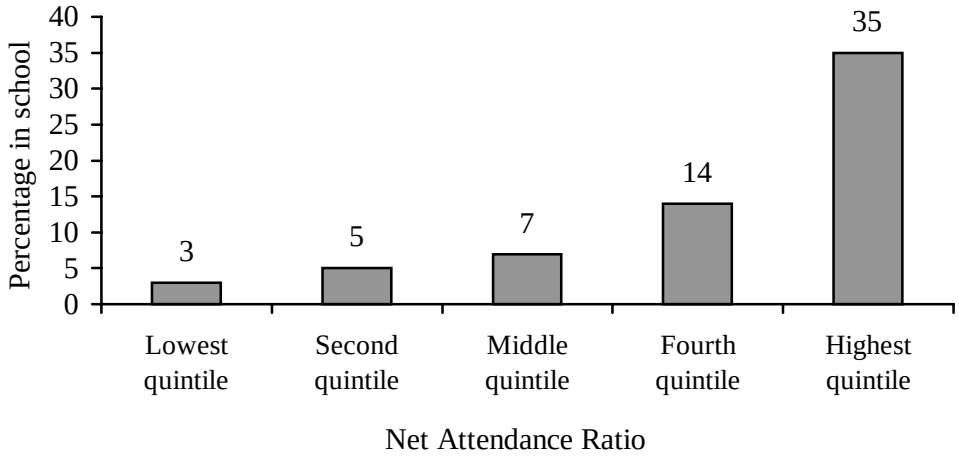
| | Net attendance ratio (NAR)[1] | | | Gross attendance ratio (GAR)[2] | | | |
|---|---|---|---|---|---|---|---|
| Background characteristic | Male | Female | Total | Male | Female | Total | Gender parity index[3] |
| **Residence** | | | | | | | |
| Urban | 38.0 | 33.2 | 35.2 | 58.9 | 41.1 | 48.7 | 0.7 |
| Rural | 9.7 | 11.2 | 10.5 | 17.9 | 14.4 | 16.2 | 0.8 |
| **Region** | | | | | | | |
| Central | 20.2 | 24.4 | 22.4 | 29.7 | 29.4 | 29.6 | 1.0 |
| Eastern | 12.6 | 14.7 | 13.7 | 25.0 | 17.3 | 21.0 | 0.7 |
| Northern | 6.7 | 3.6 | 5.2 | 17.2 | 7.7 | 12.6 | 0.5 |
| Western | 9.5 | 9.5 | 9.5 | 16.9 | 13.7 | 15.4 | 0.8 |
| **Asset Index** | | | | | | | |
| Lowest quintile | 4.2 | 1.7 | 2.9 | 9.6 | 3.7 | 6.6 | 0.4 |
| Second quintile | 5.2 | 4.2 | 4.7 | 12.2 | 5.7 | 9.1 | 0.5 |
| Middle quintile | 6.7 | 6.5 | 6.6 | 13.3 | 9.0 | 11.3 | 0.7 |
| Fourth quintile | 12.5 | 16.2 | 14.3 | 21.2 | 20.4 | 20.8 | 1.0 |
| Highest quintile | 34.5 | 35.3 | 34.9 | 53.9 | 43.3 | 48.0 | 0.8 |
| Total | 13.5 | 15.1 | 14.3 | 23.3 | 19.2 | 21.2 | 0.8 |

[1]Percentage of the secondary-school age (13-18 years) population that is attending secondary school. By definition the NAR cannot exceed 100%.
[2]Total number of secondary school students, expressed as a percentage of the official secondary-school-age population. If there are significant numbers of overage and underage students at a given level of schooling, the GAR can exceed 100%.
[3]Ratio of the secondary school GAR for females to the GAR for males.

Differences in the secondary school NAR by wealth quintile are even more dramatic than those at the primary level (see Figure 2). While only 3 percent of the poorest youth age 13-18 attend secondary school, 35 percent of 13-18 year-olds in the wealthiest households attend secondary school.

Regional differences in the secondary NAR are also considerable: 22 percent of youth age 13-18 attend secondary school in the Central region, compared with only 4 and 10 percent in the Northern and Western regions, respectively. These regional differences likely also reflect the student migration pattern discussed above.

**Figure 2**
**Secondary Net Attendance Ratio by Wealth**




As illustrated in Table 2.2, at the secondary level, a pattern similar to that at the primary level holds: The total GAR is 21, compared with the NAR of 14, so that for every 14 students age 13-18, there are 7 who are outside the official age range. The GPI of .8 at the secondary level indicates that male youth are somewhat more likely to attend secondary school than are female youth.

## C. Primary School Pupil Flow Rates

Repetition and dropout rates describe the flow of pupils through the system. The repetition rates produced using the UDHS education data indicate the percentage of pupils who attended a particular class in 1999, who attended that same class in the 2000 school year, and the dropout rates show the percentage of pupils in a class in 1999 who no longer attended school in the 2000 school year. Tables 3.1 and 3.2 present repetition and dropout rates, by primary school class, according to pupils' background characteristics.

*Repetition rates*

The repetition rates produced using the UDHS data do not distinguish between children who completed a school year and then repeated the same class in the following year, and children who interrupted their schooling during one school year and returned to the same class in the following school year. The latter phenomenon may be quite common, particularly in primary class 1 (P1). Children starting school may have difficulty adjusting to the school environment, and school staff or children's families may decide that it is best for some children—especially the youngest—to stop attending P1 that year, and to return to school the following year when they are more mature and better prepared for schooling. Other children may remain in P1 throughout the entire school year, and yet not be prepared to continue to P2 the following year, so they repeat P1 in the following school year.

In some schools, particularly where preprimary school is not offered, P1 may be divided into levels, with young and underage children attending P.1A the first year, then moving to P.1B the next year, and even P.1C the third year. In this instance, P.1A and B function as preprimary classes, while

P.1C is considered to be the final phase of P1, from which children progress to P2 in the following year.

The repetition rate is highest in the first class of primary school, with 17 percent of pupils repeating the class. Repetition rates at the middle classes of primary, from P2 through P5, are around 7 to 8 percent. The repetition rate at P7, as well as at P6, is about 10 percent, suggesting that as children near the end of primary school, they are slightly more likely to repeat a class--perhaps in order to improve their performance on the Primary Leaving Examination (PLE) and to increase the chance of finding a place in secondary school.

Table 3.1 Repetition rates by primary school class

Repetition rates for the de jure household population age 4-24 years by primary school class, according to background characteristics, Uganda DHS 2000

| Background characteristic | School class | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Sex** | | | | | | | |
| Male | 17.4 | 8.2 | 8.4 | 8.3 | 6.9 | 10.2 | 10.8 |
| Female | 17.2 | 6.2 | 7.7 | 5.7 | 7.5 | 9.2 | 8.5 |
| **Residence** | | | | | | | |
| Urban | 10.8 | 3.4 | 7.2 | 7.0 | 7.6 | 6.5 | 7.9 |
| Rural | 19.3 | 8.4 | 8.3 | 7.1 | 7.0 | 11.4 | 11.5 |
| **Region** | | | | | | | |
| Central | 13.4 | 4.7 | 4.8 | 4.3 | 6.2 | 4.1 | 8.5 |
| Eastern | 15.3 | 8.8 | 9.8 | 9.5 | 8.5 | 11.7 | 4.2 |
| Northern | 16.6 | 8.6 | 11.8 | 8.4 | 9.9 | 25.8 | 24.6 |
| Western | 22.9 | 8.0 | 7.7 | 7.2 | 5.7 | 4.6 | 10.5 |
| Total | 17.3 | 7.2 | 8.0 | 7.0 | 7.2 | 9.7 | 9.8 |

Note: The repetition rate, by class, is the percentage of pupils in a class in a given school year who attend that same class in the following school year.

In most of the primary classes, male pupils are slightly more likely to repeat classes than are female pupils, with the exception of P5.

At almost all classes of primary school, a higher percentage of pupils in rural than in urban areas repeats primary school classes. This difference is greatest in the beginning classes and ending classes of primary school, namely P1, P2, P6, and P7.

*Dropout rates*

Pupil dropout rates are low in the early primary school classes, ranging from 3 to 7 percent in P1 through P5. The dropout rates at P6 and P7, however, are considerably higher (15 and 26 percent, respectively). It should be noted that 'dropout' is perhaps not the most accurate term for school leaving at the end of the primary school cycle, as many pupils leaving school would likely stay in school if offered a place at secondary school. Dropout that occurs because of a shortage in the supply of schooling is often referred to as 'push-out' instead. The final report of findings from the 2001 UDES, due out later this year, will address the extent of push-out as a factor in children's school leaving at the end of primary school.

There are noticeable urban-rural and regional differences in P7 school-leaving rates. In rural areas, 29 percent of P7 pupils left school between the 1999 and 2000 school years, compared with 17 percent of urban pupils. School-leaving rates at P7 are particularly high in the Western region (37 percent) and in the Northern region (30 percent).

Table 3.2 Dropout rates by primary school class

Dropout rates for the de jure household population age 4-24 years by primary school class, according to background characteristics, Uganda DHS 2000

| Background characteristic | School class | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Sex** | | | | | | | |
| Male | 2.4 | 3.3 | 4.4 | 5.8 | 8.3 | 13.7 | 25.9 |
| Female | 3.3 | 4.7 | 2.8 | 5.7 | 5.3 | 17.2 | 25.0 |
| **Residence** | | | | | | | |
| Urban | 4.7 | 4.3 | 4.2 | 7.5 | 6.0 | 18.3 | 17.0 |
| Rural | 2.7 | 3.9 | 3.5 | 5.5 | 7.0 | 14.7 | 28.5 |
| **Region** | | | | | | | |
| Central | 3.6 | 4.2 | 4.7 | 8.5 | 8.0 | 17.2 | 21.1 |
| Eastern | 2.7 | 3.4 | 2.1 | 2.1 | 5.2 | 15.7 | 22.7 |
| Northern | 1.6 | 2.2 | 6.4 | 6.8 | 11.3 | 10.1 | 30.2 |
| Western | 2.9 | 5.3 | 2.6 | 6.0 | 5.0 | 16.2 | 36.6 |
| Total | 2.9 | 4.0 | 3.6 | 5.7 | 6.9 | 15.3 | 25.5 |

Note: The dropout rate, by class, is the percentage of pupils in a class in a given school year who do not attend school in the following school year.

## D. Factors Affecting Children's School Attendance

*Reasons for never having attended school*

Table 4.1 presents information about why children age 6-18 who have never attended primary school do not currently attend primary school.[7] This table shows the percentages, by sex, for whom each factor partly explains why the child does not currently attend school. For each child, more than one factor may be involved in explaining why the child does not attend school. Factors are grouped under four headings: cost-related factors, child factors, school factors, and other.

The most commonly-cited reason for children not currently attending school is the school being too far from the household (24 percent). The distance to the nearest primary school was virtually a non-factor in urban areas, while it was a commonly-given reason for not attending school in rural areas. This reason is also far more commonly given for children age 6 or 7 (32 percent) than for children age 8-12 or 13-18 (14 and 3 percent, respectively). Another factor related to age and maturity, the perception that children are too young to be ready to attend school, was listed as a reason for children not currently attending school for 25 percent of children age 6-7, and was much less common among older children.

The monetary costs of schooling are also commonly cited as at least part of the reason for children not currently attending primary school (23 percent of children). Monetary costs are cited more often as reasons for not currently attending in urban (48 percent) than in rural areas (22 percent), and are mentioned far more frequently in the Central region than elsewhere in the country (51 percent).

[7] The survey inquired into reasons for children not attending school now because if a child is 12 years old and has never attended school, there may have been various reasons at different points in time. Perhaps at age 6, the child was considered not able to walk the distance to school, while at age 10, the child was needed to do work to support the household.

Table 4.1 Factors in children never having attended school

Percentage of children age 6-18 who have never attended school by reasons for not currently attending, according to background characteristics, Uganda DES 2001

| | Cost-related factors | | Child factors | | | School factors | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Background characteristic | Monetary cost | Labor needed | No interest | Disabled | Considered too young | Travel to school unsafe | School too far | Poor school quality | No secondary school places | No good jobs for graduates | School not important | Other reasons | No reason given | Number of children |
| **Sex** | | | | | | | | | | | | | | |
| Male | 24.2 | 14.4 | 11.0 | 15.6 | 17.8 | 7.8 | 21.6 | 1.5 | 0.7 | 0.4 | 3.5 | 9.8 | 5.3 | 246 |
| Female | 22.5 | 24.4 | 12.3 | 17.9 | 17.3 | 5.5 | 26.3 | 0.3 | 0.9 | 0.0 | 5.1 | 12.5 | 4.5 | 272 |
| **Age** | | | | | | | | | | | | | | |
| 6-7 | 23.0 | 11.6 | 7.6 | 11.5 | 24.9 | 8.1 | 32.2 | 1.4 | 0.0 | 0.3 | 1.2 | 8.2 | 5.6 | 331 |
| 8-12 | 20.5 | 31.9 | 17.5 | 21.5 | 6.9 | 4.5 | 14.4 | 0.0 | 2.4 | 0.0 | 6.6 | 16.0 | 5.4 | 108 |
| 13-18 | 28.4 | 36.7 | 20.8 | 32.5 | 1.5 | 3.0 | 3.0 | 0.0 | 1.9 | 0.0 | 14.9 | 17.6 | 1.4 | 78 |
| **Residence** | | | | | | | | | | | | | | |
| Urban | 48.3 | 19.6 | 6.0 | 24.8 | 5.4 | 2.9 | 1.5 | 1.4 | 1.8 | 0.0 | 2.2 | 15.8 | 2.7 | 18 |
| Rural | 22.4 | 19.6 | 11.9 | 16.5 | 18.0 | 6.7 | 24.8 | 0.9 | 0.8 | 0.2 | 4.4 | 11.1 | 5.0 | 500 |
| **Region** | | | | | | | | | | | | | | |
| Central | 50.6 | 7.0 | 2.1 | 12.6 | 8.9 | 6.3 | 20.3 | 2.6 | 1.3 | 0.8 | 3.2 | 11.9 | 6.1 | 110 |
| Eastern | 19.9 | 11.3 | 3.9 | 19.9 | 25.3 | 3.2 | 9.4 | 0.6 | 0.0 | 0.0 | 0.4 | 19.5 | 2.9 | 91 |
| Northern | 7.4 | 35.5 | 26.1 | 17.5 | 19.3 | 8.9 | 21.6 | 0.1 | 1.5 | 0.0 | 10.5 | 13.4 | 3.3 | 177 |
| Western | 24.2 | 14.9 | 6.0 | 17.1 | 17.2 | 6.2 | 39.6 | 0.6 | 0.0 | 0.0 | 0.0 | 2.5 | 7.3 | 140 |
| **Total** | 23.3 | 19.6 | 11.7 | 16.8 | 17.6 | 6.6 | 24.0 | 0.9 | 0.8 | 0.2 | 4.4 | 11.2 | 4.9 | 518 |

Note: More than one response is possible.

About 20 percent of children who have never attended school do not currently attend because their labor is needed in support of the household. Among female children the need for the child's labor is a factor for a much higher percentage of children than it is among male children (24 versus 14 percent), and older children are more likely than younger children to be needed at home to provide labor. In the Northern region, children are more likely than children elsewhere in the country not to be attending school at least partly because their labor is needed.

About 17 percent of children who have never attended school do not currently attend because of a physical or mental disability that renders them unable to attend, according to parents/guardians.

Poor school quality is rarely cited as a contributing factor, although it is listed more often for male than female children.[8] About 12 percent of children do not currently attend school at least partly because of a lack of interest in schooling, and a lower percentage because the parent/guardian perceives schooling as not being important (4 percent). The perceived shortage of secondary school places and the shortage of jobs for school graduates are not commonly-cited reasons for children not currently attending school.

The UDES also collected information about the percentage of children age 13-18 who had never attended school, who do not currently attend primary school partly because of pregnancy or marriage. The question was asked only about children age 13-18 because it is unlikely that children under the age of 13 do not currently attend primary school partly because they have married, become pregnant, or impregnated someone else. Ten percent of children age 13-18 who have never attended school do not currently attend because of marriage or pregnancy.[9]

*Reasons for dropping out of primary school*

Table 4.2 presents information about why children age 6-18 who dropped out of primary school left school, either during the cycle or at the end of primary school. Overwhelmingly, parents/guardians cited the monetary cost of schooling as a factor in children's school leaving (55 percent of children). In urban areas, cost was a factor more often than in rural areas (76 versus 52 percent).

By comparison, other factors are relatively uncommon. In one in four children age 13-18 who had left school, the perception that the child had completed enough schooling or no longer wanted to attend, was a factor in school leaving. This factor was more common for older children than younger children (28 percent of school-leavers age 13-18, compared with 12 percent of 6-12 year-old school leavers), and more common for male than female children (29 versus 21 percent).

The need for children to do work in support of the household was a factor in school leaving for only 13 percent of these youth, with this factor being more common for female than male youth (17 versus 9 percent). Surprisingly, the need for the child's labor was more often cited as a factor for younger than older children.

About 10 percent of the children who have dropped out of school left because of illness or disability.

About 10 percent of school-leavers left school because they failed examinations or had to repeat classes. Poor school quality was rarely cited as a reason for dropping out of school. More common, but still rare, was school dropout at least partly because there were no secondary school places (5 percent). Less than 1 percent of children age 6-18 stopped attending school because of the perception that school graduates cannot find jobs.

[8] Poor school quality includes one or more of the following factors: Teachers not performing well, lack of pupil safety at school, school buildings and/or facilities being in poor condition, and classrooms being overcrowded.

[9] Because only a total of 48 children total did not currently attend school because of marriage or pregnancy, no table is presented and no smaller units of analysis are included here.

Table 4.2 Factors in primary school pupil dropout

Percentage of children age 6-18 who have dropped out of primary school, by reasons for leaving and mean age of dropout, according to background characteristics, Uganda DES 2001

| | Cost-related factors | | Child factors | | | School factors | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Background characteristic | Monetary cost | Labor needed | Failed exams/had to repeat | Had enough school | Illness | Too far to school | Travel to school unsafe | Poor school quality | No secondary school places | No jobs | Other reasons | No reasons | Number of children | Mean age of dropout |
| **Sex** | | | | | | | | | | | | | | |
| Male | 57.9 | 8.9 | 10.7 | 29.3 | 10.9 | 3.2 | 2.4 | 1.3 | 3.3 | 1.0 | 13.3 | 1.4 | 437 | 15.1 |
| Female | 50.9 | 16.9 | 10.1 | 20.5 | 8.5 | 2.9 | 2.5 | 2.3 | 5.9 | 0.4 | 12.6 | 8.5 | 376 | 15.0 |
| **Age** | | | | | | | | | | | | | | |
| 6-12 | 52.0 | 17.6 | 7.2 | 11.7 | 15.8 | 6.8 | 4.9 | 2.7 | 4.1 | 0.0 | 18.7 | 0.7 | 153 | 11.9 |
| 13-18 | 55.3 | 11.4 | 11.2 | 28.3 | 8.4 | 2.2 | 1.9 | 1.5 | 4.6 | 0.9 | 11.6 | 5.6 | 659 | 15.8 |
| **Residence** | | | | | | | | | | | | | | |
| Urban | 75.8 | 7.3 | 6.2 | 14.6 | 3.7 | 1.1 | 1.0 | 0.9 | 3.5 | 1.0 | 10.5 | 4.6 | 100 | 15.4 |
| Rural | 51.7 | 13.3 | 11.0 | 26.7 | 10.6 | 3.3 | 2.7 | 1.9 | 4.6 | 0.7 | 13.3 | 4.7 | 712 | 15.1 |
| **Region** | | | | | | | | | | | | | | |
| Central | 71.9 | 7.4 | 9.3 | 19.0 | 7.2 | 2.5 | 0.4 | 1.1 | 1.2 | 0.7 | 11.9 | 2.0 | 366 | 14.8 |
| Eastern | 33.4 | 8.9 | 6.2 | 38.1 | 12.5 | 0.1 | 1.2 | 1.2 | 6.2 | 0.6 | 21.4 | 9.4 | 129 | 15.6 |
| Northern | 36.2 | 31.9 | 20.6 | 28.2 | 3.7 | 5.7 | 11.4 | 6.7 | 12.6 | 1.1 | 14.2 | 11.0 | 114 | 15.7 |
| Western | 47.7 | 13.5 | 9.4 | 26.6 | 16.2 | 4.5 | 1.9 | 0.5 | 4.8 | 0.5 | 8.8 | 3.0 | 203 | 14.9 |
| **Total** | 54.7 | 12.6 | 10.4 | 25.2 | 9.8 | 3.1 | 2.5 | 1.8 | 4.5 | 0.7 | 13.0 | 4.7 | 812 | 15.1 |

Note: More than one response is possible.

Table 4.3 shows the percentage of female school-leavers age 13-18 who left primary school partly because of pregnancy or marriage. The table excludes male school-leavers because no male children age 13-18 left school at least partly because they got married or made someone pregnant. By comparison, 14 percent of female school-leavers left school at least partly because of pregnancy or marriage. Notable is the fact that in the Eastern district, one in three female primary school dropouts left school at least partly because she got pregnant or married; rates in other regions are considerably lower.

Table 4.3 Marriage or pregnancy as a factor in primary school dropout

Percentage of female children age 13-18 who have dropped out of primary school partly because of marriage or pregnancy, according to background characteristics, Uganda DES 2001

| Background characteristic | Marriage or Pregnancy a factor in dropping out of school | Number of children |
|---|---|---|
| **Residence** | | |
| Urban | 16.0 | 44 |
| Rural | 13.0 | 249 |
| **Region** | | |
| Central | 9.2 | 105 |
| Eastern | 33.0 | 52 |
| Northern | 16.3 | 57 |
| Western | 4.2 | 79 |
| Total | 13.5 | 293 |

## E. Household Expenditures on Primary Schooling

Under Universal Primary Education (UPE), Uganda offers each household tuition-free public primary schooling for up to 4 children. Also under UPE, school uniforms are optional rather than mandatory.

Although UPE has reduced the monetary costs of primary schooling to households, the question remains as to what households spend on children who attend school. The 2001 UDES collected information about whether households spent money on each pupil's schooling during the 2000 school year, and if so, how much was spent on which items. Questions were asked specifically about each possible cost, including: tuition, the development fund, parent-teacher association (PTA) fees, examination fees, boarding fees, uniforms and shoes and school-related clothing, books and supplies, transportation, food, coaching, and other types of expenditures. Table 5 presents information about the percentage of pupils whose households spent money on each item.

The vast majority of primary school pupils' households spent money on schooling in the 2000 school year, regardless of the type of school attended , the pupil's sex, residence, or region. Ninety-nine percent of primary school pupils attending public schools and 98 percent of pupils attending community and private (non-public) schools spent money on one or more types of school costs.

Non-public school pupils' households were six times as likely as public school pupils households to pay tuition fees (78 versus 13 percent), were considerably more likely to pay boarding fees (7 versus 1 percent), twice as likely to pay PTA fees (34 versus 16 percent), and far more likely to pay examination fees (54 versus 19 percent). Pupils in non-public schools were also much more likely than pupils in public schools to pay coaching, or private tutoring, fees (16 versus 5 percent) and on food (46 versus 20 percent) in the 2000 school year. Nearly all pupils in both types of schools spent money on books and supplies, and three-quarters spent money on uniforms and/or clothing and shoes bought primarily for the child to wear to school.

In terms of incidence of expenditure, gender differences are minor. Also, as might be expected, the wealthier the household, the more likely it is to have spent money on many of the costs of schooling, including tuition, the PTA fund, examination fees, boarding fees, and coaching fees.

The incidence of expenditures on various items is higher in urban than in rural areas: For pupils attending public schools, households in urban areas are significantly more likely to have paid tuition and examination fees, PTA fees, boarding fees, and coaching fees. The urban-rural differences in the incidence of expenditures are considerably narrower among pupils attending non-public schools.

There are also regional differences in the incidence of expenditures, although these differences are much smaller than the urban-rural differences. One notable difference is that in the central region, regardless of the type of school attended by the pupil, households are more likely than households elsewhere to have spent money on tuition fees.

Table 5 Incidence of household expenditures on primary schooling

Percentage of primary school pupils whose households spent money on various costs of schooling in the 2000 school year, by type of school attended, according to background characteristics, Uganda DES 2001

| Background characteristic | Expenditures on primary schooling (%) | | | | | | | | | | | One or more types of expenditure | Number of primary school pupils |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Tuition | Development fund | PTA | Exam fees | Boarding fees | Uniforms and clothing | Books and supplies | Transport | Food | Coaching | Other | | |
| PUBLIC SCHOOL PUPILS | | | | | | | | | | | | | |
| **Sex** | | | | | | | | | | | | | |
| Male | 13.0 | 55.0 | 14.5 | 18.4 | 0.6 | 78.4 | 97.4 | 1.9 | 19.5 | 4.3 | 19.9 | 98.8 | 3293 |
| Female | 13.7 | 58.6 | 17.2 | 19.7 | 1.2 | 78.5 | 97.5 | 2.6 | 20.3 | 5.7 | 20.8 | 98.6 | 3059 |
| **Residence** | | | | | | | | | | | | | |
| Urban | 56.0 | 61.1 | 41.9 | 30.7 | 4.5 | 84.5 | 97.9 | 16.6 | 49.0 | 20.4 | 32.0 | 98.8 | 396 |
| Rural | 10.5 | 56.4 | 14.0 | 18.3 | 0.7 | 78.1 | 97.4 | 1.3 | 17.9 | 3.9 | 19.6 | 98.7 | 5957 |
| **Region** | | | | | | | | | | | | | |
| Central | 34.9 | 58.0 | 20.3 | 34.6 | 2.0 | 74.3 | 96.8 | 4.7 | 42.7 | 7.8 | 29.6 | 97.8 | 1602 |
| Eastern | 3.7 | 51.0 | 8.6 | 15.6 | 0.2 | 82.1 | 98.0 | 0.8 | 19.4 | 3.5 | 22.8 | 99.1 | 2102 |
| Northern | 4.6 | 30.1 | 14.6 | 14.2 | 0.6 | 83.0 | 97.6 | 2.0 | 7.3 | 2.3 | 12.9 | 98.7 | 954 |
| Western | 9.8 | 77.5 | 21.1 | 11.3 | 0.9 | 75.4 | 97.4 | 1.9 | 6.0 | 5.6 | 12.7 | 99.2 | 1694 |
| **Asset Index** | | | | | | | | | | | | | |
| Lowest quintile | 5.4 | 45.6 | 12.8 | 11.8 | 0.0 | 77.2 | 97.3 | 0.2 | 10.0 | 2.0 | 12.5 | 98.6 | 1113 |
| Second quintile | 8.2 | 56.7 | 11.6 | 17.9 | 0.0 | 76.9 | 96.4 | 1.0 | 11.4 | 2.5 | 14.8 | 98.3 | 1308 |
| Middle quintile | 8.1 | 60.4 | 14.0 | 17.4 | 0.2 | 76.7 | 97.4 | 0.4 | 16.6 | 2.6 | 19.4 | 98.4 | 1430 |
| Fourth quintile | 13.2 | 61.1 | 15.7 | 20.1 | 0.8 | 78.1 | 98.0 | 1.4 | 22.5 | 5.7 | 25.8 | 99.1 | 1543 |
| Highest quintile | 37.5 | 57.3 | 27.8 | 29.7 | 4.5 | 85.3 | 98.3 | 10.2 | 43.5 | 14.2 | 29.8 | 99.3 | 959 |
| Total | 13.3 | 56.7 | 15.8 | 19.0 | 0.9 | 78.5 | 97.5 | 2.2 | 19.9 | 5.0 | 20.3 | 98.7 | 6353 |
| NON-PUBLIC SCHOOL PUPILS | | | | | | | | | | | | | |
| **Sex** | | | | | | | | | | | | | |
| Male | 76.8 | 55.7 | 34.3 | 53.6 | 6.5 | 76.7 | 95.1 | 11.5 | 43.8 | 14.8 | 29.9 | 96.5 | 503 |
| Female | 78.2 | 53.5 | 32.9 | 54.2 | 8.1 | 78.7 | 97.3 | 12.6 | 48.8 | 16.6 | 34.3 | 98.9 | 548 |
| **Residence** | | | | | | | | | | | | | |
| Urban | 90.9 | 52.5 | 49.1 | 56.2 | 11.9 | 89.2 | 97.2 | 23.1 | 68.5 | 27.2 | 43.5 | 98.1 | 331 |
| Rural | 71.4 | 55.6 | 26.4 | 52.8 | 5.3 | 72.5 | 95.8 | 7.0 | 36.3 | 10.4 | 27.0 | 97.5 | 720 |
| **Region** | | | | | | | | | | | | | |
| Central | 84.7 | 50.7 | 36.9 | 57.5 | 8.3 | 76.5 | 95.0 | 14.0 | 55.8 | 17.8 | 31.2 | 96.7 | 739 |
| Eastern | 59.6 | 63.0 | 21.7 | 55.6 | 6.3 | 78.4 | 100.0 | 8.6 | 30.7 | 10.4 | 47.0 | 100.0 | 180 |
| Northern | 39.3 | 55.7 | 28.2 | 30.0 | 10.2 | 85.1 | 99.1 | 8.4 | 22.7 | 1.8 | 14.9 | 100.0 | 24 |
| Western | 67.1 | 66.6 | 31.3 | 31.3 | 1.8 | 83.6 | 98.2 | 5.4 | 13.5 | 12.9 | 17.6 | 100.0 | 108 |
| **Asset Index** | | | | | | | | | | | | | |
| Lowest quintile | 61.3 | 52.3 | 18.7 | 30.5 | 3.4 | 53.9 | 96.2 | 3.4 | 10.1 | 6.3 | 20.5 | 96.5 | 72 |
| Second quintile | 64.9 | 68.5 | 18.5 | 54.4 | 0.0 | 64.5 | 94.8 | 4.0 | 15.5 | 8.3 | 28.4 | 97.9 | 103 |
| Middle quintile | 50.4 | 65.0 | 26.7 | 58.1 | 4.2 | 78.0 | 96.4 | 3.9 | 28.5 | 7.2 | 32.5 | 97.0 | 140 |
| Fourth quintile | 71.9 | 48.8 | 23.9 | 43.6 | 3.8 | 71.1 | 92.9 | 5.5 | 35.5 | 7.6 | 20.7 | 95.5 | 191 |
| Highest quintile | 91.1 | 51.6 | 43.5 | 59.4 | 11.4 | 85.7 | 97.7 | 19.2 | 65.6 | 23.4 | 38.4 | 98.8 | 545 |
| Total | 77.6 | 54.6 | 33.5 | 53.9 | 7.4 | 77.7 | 96.3 | 12.1 | 46.4 | 15.7 | 32.2 | 97.7 | 1051 |
| Total | 22.5 | 56.4 | 18.3 | 24.0 | 1.8 | 78.4 | 97.3 | 3.6 | 23.6 | 6.5 | 22.0 | 98.6 | 7404 |

## F. Parent/Guardian Awareness of Universal Primary Education (UPE)

Nearly 97 percent of parent/guardian respondents are aware of the government policy of Universal Primary Education (UPE), as indicated in Table 6. The overwhelming majority of parent/guardian respondents are aware of UPE, suggesting that the efforts to familiarize Ugandans with the policy have been enormously effective.

Differences in awareness are marginal: Men are slightly more likely to know about UPE than are women, wealthier parent/guardian respondents are more likely to be aware of UPE than are the poorest respondents, and parents/guardians in the Northern region are less likely than respondents elsewhere to have heard of UPE.

Table 6 Parent/guardian awareness of Universal Primary Education (UPE) policy

Percent distribution of parents /guardians by whether the respondent has heard of UPE, according to background characteristics, Uganda DES 2001

| Background characteristic | Awareness of UPE: Has heard of UPE | Awareness of UPE: Has not heard of UPE | Total | Number of parents/guardians |
|---|---|---|---|---|
| **Age** | | | | |
| Under 25 | 98.2 | 1.8 | 100.0 | 349 |
| 25-34 | 97.6 | 2.4 | 100.0 | 1351 |
| 35-44 | 98.3 | 1.7 | 100.0 | 1074 |
| 45-54 | 95.8 | 4.2 | 100.0 | 716 |
| 55-64 | 95.3 | 4.7 | 100.0 | 420 |
| 65+ | 92.2 | 7.8 | 100.0 | 333 |
| **Sex** | | | | |
| Male | 98.4 | 1.6 | 100.0 | 1857 |
| Female | 95.7 | 4.2 | 100.0 | 2389 |
| **Residence** | | | | |
| Urban | 98.8 | 1.1 | 100.0 | 481 |
| Rural | 96.7 | 3.3 | 100.0 | 3765 |
| **Region** | | | | |
| Central | 97.9 | 2.1 | 100.0 | 1409 |
| Eastern | 99.1 | 0.9 | 100.0 | 1164 |
| Northern | 91.9 | 8.1 | 100.0 | 646 |
| Western | 96.1 | 3.9 | 100.0 | 1026 |
| **Asset Index** | | | | |
| Lowest quintile | 94.8 | 5.2 | 100.0 | 854 |
| Second quintile | 94.7 | 5.3 | 100.0 | 846 |
| Middle quintile | 98.1 | 1.9 | 100.0 | 914 |
| Fourth quintile | 97.6 | 2.4 | 100.0 | 865 |
| Highest quintile | 99.3 | 0.7 | 100.0 | 767 |
| Total | 96.9 | 3.1 | 100.0 | 4246 |

## G. Pupil Absenteeism

Table 7 presents data on the extent of absenteeism among primary school pupils in the 2000 school year and on reasons for those absences.[10] Pupils who are absent frequently or for long periods of time are likely to have difficulty mastering the material presented in class, making absenteeism a critical education issue. Eighty-one percent of pupils were absent one or more days during the 2000 school year, and on average, pupils missed 13 days of school. On average, children in urban areas missed 10 days of school and those in rural areas 13 days of school during the year.

[10] Absenteeism is defined as missing one or more complete days of school.

The most commonly-cited reason for absenteeism was illness, with 63 percent of children missing school for this reason. Children in rural areas are more likely than those in urban areas to have missed school because of illness (64 versus 55 percent).

One in five primary school pupils missed school because fees were due and there was no money available to pay the fees. In urban areas, 36 percent of pupils missed school for this reason, compared with only 19 percent of pupils in rural areas. One in five pupils (11 percent in urban areas and 22 percent in rural areas) also missed school to attend a funeral, wedding, or other ceremony.

About 16 percent of primary school pupils missed school to do some type of work (domestic, on the family farm or business, or for an employer) in support of the household. Fourteen percent of pupils missed some school in order to do domestic work such as caring for younger children or elderly or sick relatives, cooking or cleaning, fetching water or wood, and so on. Female pupils are more likely to have missed school than are male pupils (16 versus 11 percent), and rural pupils are more likely than urban pupils to have missed school in order to do domestic work (15 compared to 4 percent). Children age 13-18 are more likely than younger children to have been absent for this reason (17 versus 12 percent). Pupils from the Northern region are noticeably more likely than children in the other regions to have missed school in order to do domestic work, with 28 percent of pupils missing school for this reason.

By comparison, a considerably smaller percentage of pupils missed school to work on the family farm or in the family business, or to go to market (6 percent), and a very small percentage indeed missed school to work for an employer (less than 1 percent). A higher percentage of older children (11 percent) than younger children (3 percent) missed school to work on the family farm or business or to go to market, and male pupils were more likely than female pupils to miss school for this reason (7 versus 5 percent).

Eleven percent of pupils missed school because they did not want to go, with male pupils more likely to have missed school for this reason than female pupils (13 versus 8 percent). Only 1 percent of pupils missed school because they had been mistreated by teachers or other pupils.

Table 7 Reasons for primary school pupil absenteeism in the 2000 school year

Percentage of primary school pupils who missed school in the 2000 school year, by reasons for absenteeism and mean total number of days missed, according to background characteristics, Uganda DES 2001

| | Reason pupil missed school | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Work related reasons | | | | | | | | | | | | |
| Background characteristic | Domestic work | Work for family farm/ business | Work for employer | One or more kinds of work | No money for fees | Did not want to go | Mistreated by teachers or pupils | Funeral/ wedding/ ceremony | Illness | Other | Percent missing 1 or more days | Number of pupils | Mean total number of days missed |
| **Age** | | | | | | | | | | | | | |
| 6-12 | 11.6 | 3.4 | 0.3 | 13.3 | 19.2 | 12.2 | 1.3 | 19.3 | 64.6 | 5.4 | 81.5 | 4952 | 12.8 |
| 13-18 | 17.2 | 10.8 | 1.4 | 22.3 | 22.8 | 8.3 | 0.8 | 22.9 | 60.3 | 5.1 | 80.3 | 2516 | 12.5 |
| **Sex** | | | | | | | | | | | | | |
| Male | 11.0 | 7.2 | 1.0 | 15.3 | 20.4 | 13.4 | 1.0 | 21.9 | 62.5 | 5.5 | 81.4 | 3833 | 13.2 |
| Female | 16.0 | 4.5 | 0.3 | 17.5 | 20.5 | 8.2 | 1.2 | 19.1 | 63.9 | 5.0 | 80.7 | 3635 | 12.1 |
| **Asset Index** | | | | | | | | | | | | | |
| Lowest quintile | 21.7 | 11.1 | 1.2 | 26.8 | 14.5 | 19.1 | 1.9 | 24.4 | 68.5 | 8.1 | 89.6 | 1188 | 17.1 |
| Second quintile | 18.6 | 10.3 | 1.2 | 23.2 | 15.9 | 17.2 | 1.9 | 25.8 | 63.5 | 7.0 | 82.9 | 1432 | 14.1 |
| Middle quintile | 14.9 | 5.2 | 0.4 | 17.7 | 19.1 | 8.7 | 0.8 | 22.8 | 64.7 | 4.8 | 81.4 | 1585 | 12.0 |
| Fourth quintile | 10.8 | 3.4 | 0.5 | 12.5 | 21.3 | 7.1 | 0.7 | 18.9 | 63.2 | 4.2 | 80.5 | 1748 | 11.0 |
| Highest quintile | 3.7 | 1.2 | 0.3 | 4.7 | 29.9 | 5.2 | 0.4 | 11.9 | 56.9 | 3.2 | 72.9 | 1515 | 10.5 |
| **Residence** | | | | | | | | | | | | | |
| Urban | 3.6 | 1.0 | 0.4 | 4.3 | 36.1 | 4.5 | 0.3 | 11.0 | 54.5 | 2.9 | 71.7 | 737 | 10.3 |
| Rural | 14.5 | 6.4 | 0.7 | 17.6 | 18.7 | 11.6 | 1.2 | 21.6 | 64.1 | 5.5 | 82.1 | 6731 | 12.9 |
| **Region** | | | | | | | | | | | | | |
| Central | 6.6 | 1.9 | 0.3 | 7.7 | 37.1 | 2.8 | 0.5 | 17.6 | 59.0 | 4.2 | 79.0 | 2370 | 11.6 |
| Eastern | 11.9 | 5.7 | 0.4 | 15.0 | 12.3 | 13.1 | 1.2 | 29.3 | 69.7 | 7.0 | 86.4 | 2294 | 12.6 |
| Northern | 27.6 | 18.0 | 1.7 | 34.4 | 9.9 | 30.4 | 3.3 | 21.0 | 60.0 | 9.2 | 86.4 | 994 | 17.1 |
| Western | 16.6 | 4.6 | 1.0 | 19.4 | 14.8 | 8.1 | 0.6 | 12.9 | 61.9 | 2.4 | 74.1 | 1810 | 11.8 |
| **Total** | 13.5 | 5.9 | 0.7 | 16.3 | 20.4 | 10.9 | 1.1 | 20.5 | 63.2 | 5.3 | 81.1 | 7468 | 12.7 |